

# **Secondary Transition Understanding the Process and Creating a Plan**

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# The Emphasis of IDEA

Improving educational results for children with disabilities is an essential element of our national policy of ensuring:

- equality of opportunity
- full participation
- independent living, and
- economic self-sufficiency

for individuals with disabilities

(sec. 1400 (c) (1))

# Accountability in IDEA

“The primary focus of Federal and State monitoring activities ... shall be on—

“(A) improving educational results and functional outcomes for all children with disabilities; and

“(B) ensuring that States meet the program requirements under this part, with a particular emphasis on those requirements that are most closely related to improving educational results for children with disabilities.”

# Transition Issues - 2007

1. **State Performance Plans – Accountability for Results**
2. **Involvement of Outside Agencies in Transition Planning**
3. **Form Driven IEP Meetings and PROCESS**
4. **Self Advocacy, Self Determination, Self Directed IEP Training**
5. **Age for transition services**

# State Performance Plans (SPP)

Annual report to the public on the performance of each local educational agency according to the targets in the SPP.

Annual report to the Secretary on its performance according to the states SPP targets. This report is called the Part B Annual Performance Report (APR).

- **Outlines 20 Indicators that must be reported annually**
- **Provides Data Sources and Measurement**
- **Delineates Measurable and Rigorous Targets for the Six Years of the Plan**
- **Outlines Improvement Activities**
- **Four indicators deal directly with transition efforts**

# State Performance Plan Indicators

## Indicator 1 – Graduation with a regular diploma

- Percent of youth with individualized education programs (IEPs) graduating from high school with a regular diploma compared to percent of all youth in the State graduating with a regular diploma.

## Indicator 2 – Dropping Out

- Percent of youth with IEPs dropping out of high school compared to the percent of all youth in the State dropping out of high school.

# **New Requirements for States State Performance Plans (SPP)**

## **Indicator 13 - Quality of Transition Services in the IEP**

- Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual goals and transition services that will reasonably enable the student to meet the postsecondary goals.

## **Indicator 14 – Follow Up**

- Percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of secondary school, or both within one year of leaving high school.

# Meeting the Transition Services Requirements of IDEA

*National Council on Disability  
January 25, 2000*

**88% of the states failed to ensure compliance with the law's secondary transition services provisions.**

***Why?***

***People do not know “what to do”***

***People do not know “how to do it”***

***Sometimes the hardest  
thing to see is the most  
obvious***

*Who Moved My  
Cheese  
Spencer Johnson*

# TRANSITION

Passing the Baton



# Problems that Impede IDEA Youth Transition to Postsecondary Education and Employment

- Lack of self-advocacy training – Youth
- Insufficient information about the Transition Process – Parents
- Insufficient vocational education and work-related experiences - Researchers
- Lack of transportation after high school to work or postsecondary school – Federal, state and local officials
- Absence of linkages between school systems and adult service providers - Teachers

# The Purpose



# Individuals with Disabilities Education Improvement Act of 2004

## Purpose:

- A free appropriate public education... designed to meet their unique needs and prepare students for further education, employment and independent living.

## Shift in emphasis to:

- **Results** oriented approach.
- Focus on improved **results**.

# **The Philosophical Foundation**



# IDEA and Disability Policy

*Congress finds that:*

Disability is a natural part of the human experience and in no way diminishes the right of individuals to participate in or contribute to society.

This includes such things as:

- Living independently
- Enjoying self-determination
- Making choices
- Pursuing meaningful careers
- Enjoying full inclusion and integration in the economic, political, social, cultural, and economic mainstream of American society.

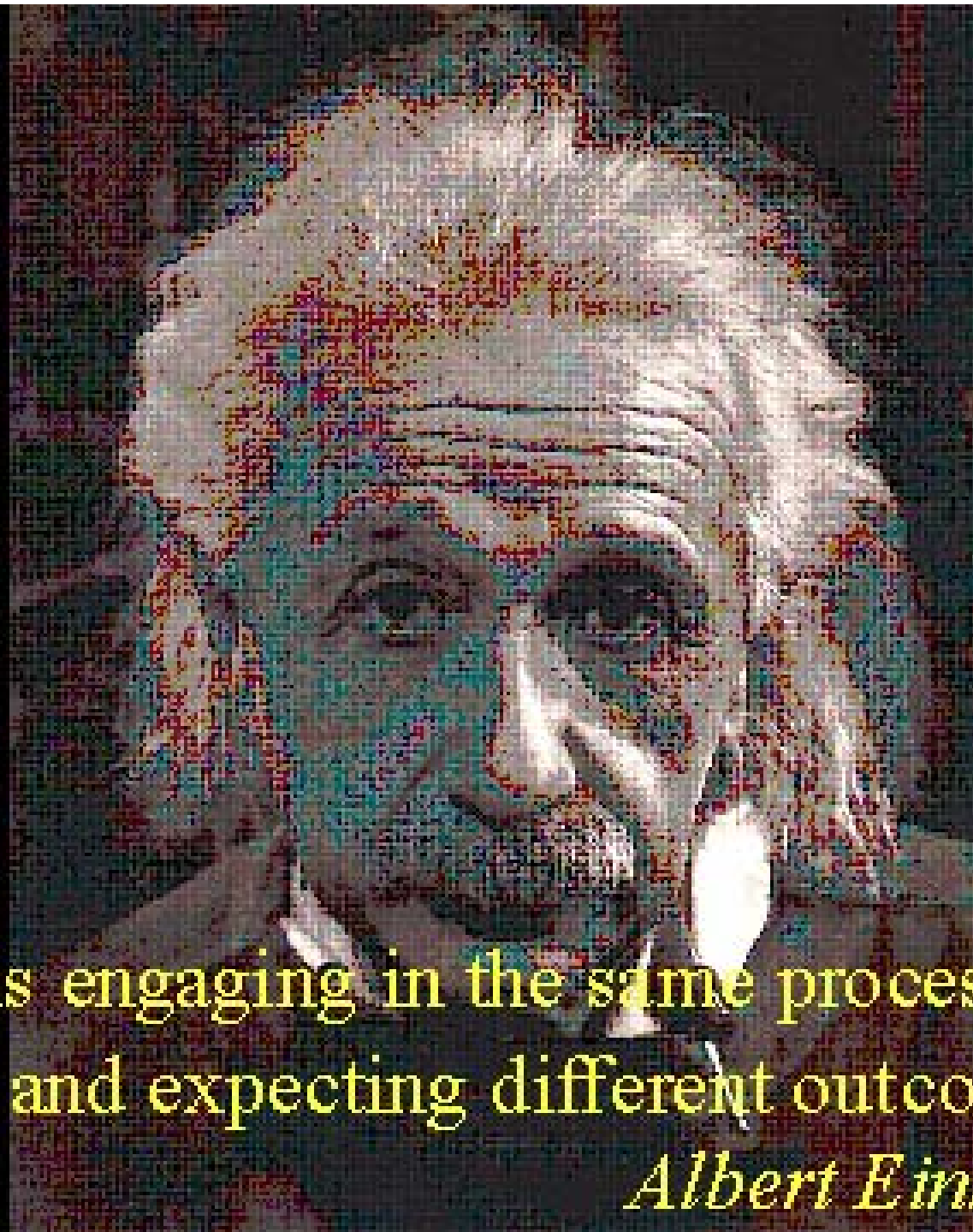
**Meeting the Transition  
Requirements and Transition  
Needs of Students Is As  
Easy As**

**“Herding Cats”**

# Transition

**Broad definition:**

- **Formal process of cooperative planning** that will assist students with disabilities to move from school into the adult world.



“Insanity is engaging in the same process over and over, and expecting different outcomes.”

*Albert Einstein*

# Creative Solutions

**“Trunk Monkey”**

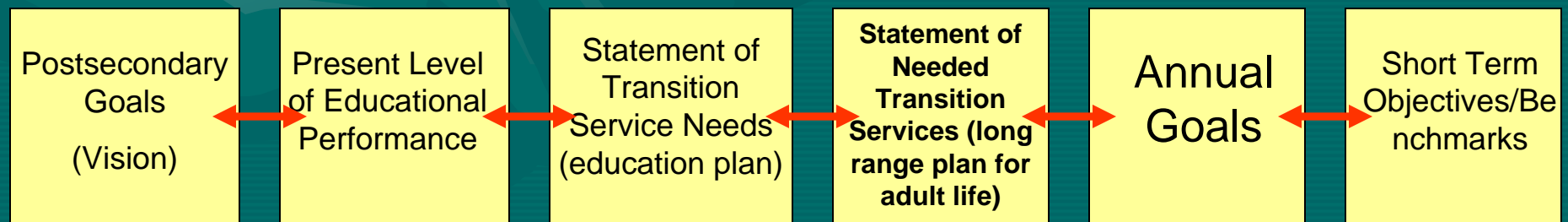


# IEP Process for Transition Services

## IEP Process of the Past



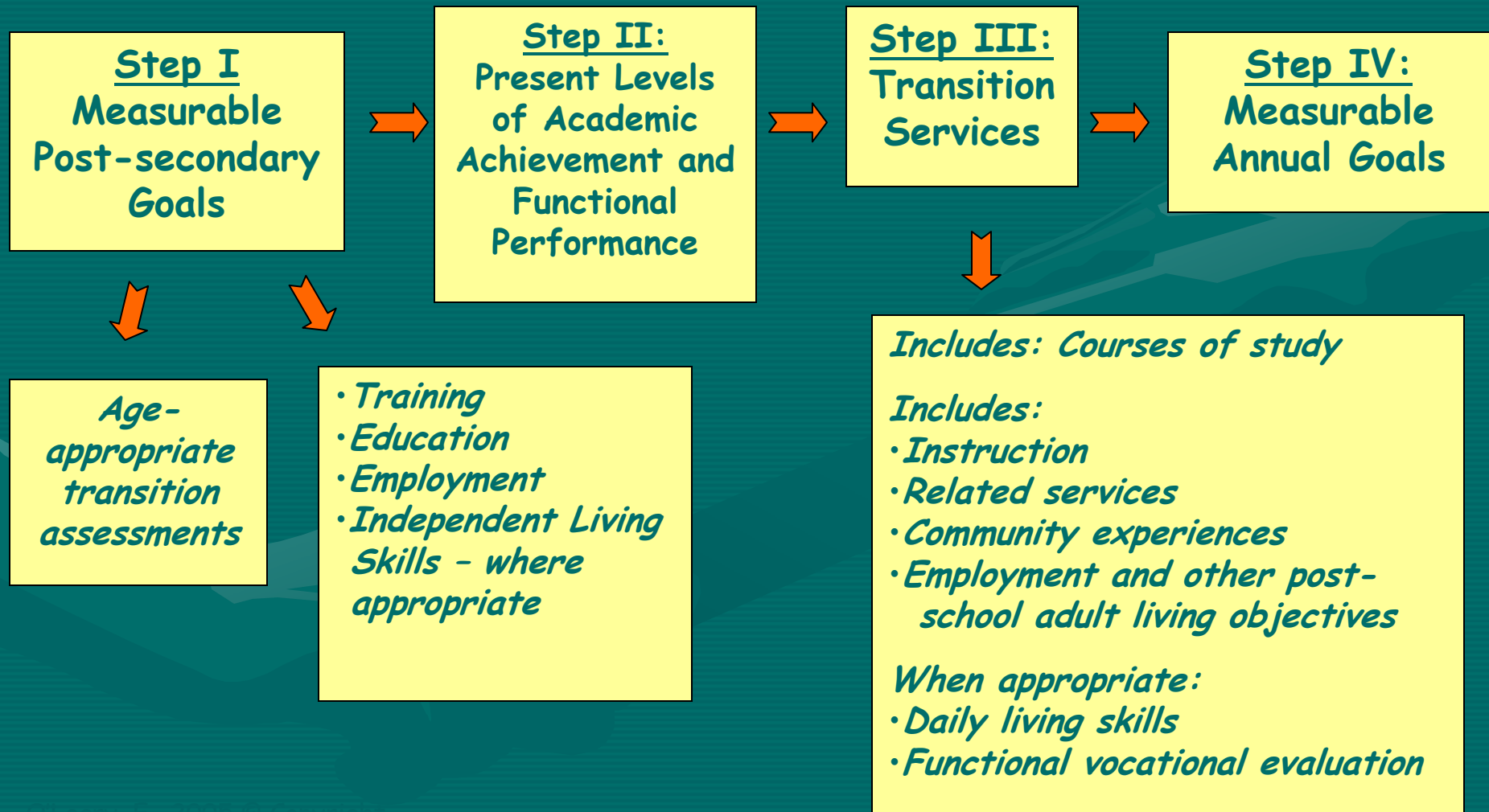
## IEP Process of the Present/Future



# Understanding The Language



# IEP Results Process for Transition Services



# IEP -Transition Services

Beginning not later than the first IEP to be in effect when the child turns 16 (14 in WI), or younger if determined appropriate by the IEP Team

## 1. Appropriate measurable postsecondary goals

- Based upon age appropriate transition assessments
- Related to training, education, employment and where appropriate, independent living skills

## 2. The transition services

- Courses of study
- Coordinated set of activities
  - ✓ Results oriented process
  - ✓ Needs – strengths, preferences, interests
  - ✓ Instruction, related services, community experiences, employment, post-school adult living, daily living skills, functional vocational evaluation

## 3. Age of majority – informed of rights

- Not later than 1 year before

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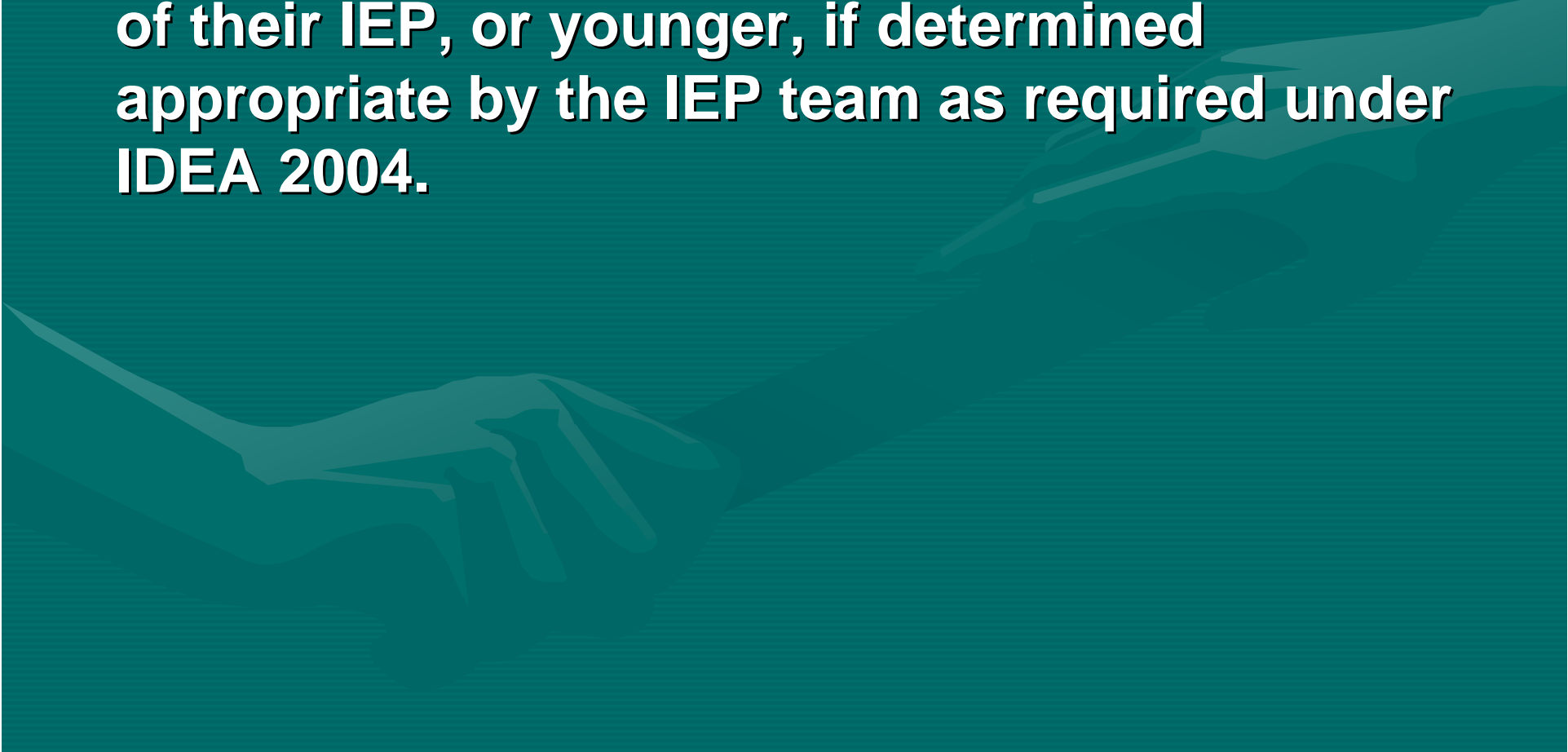
- Not later than 1 year before

# What is a measurable postsecondary goal?

- A statement based on age appropriate transition assessment that articulates what the student would like to achieve after high school taking into account the student's strengths, preferences and interests.
- A postsecondary goal is defined as an *outcome* that occurs after the person has exited high school by exiting or no longer eligible for services.
- A postsecondary goal is not the process of pursuing or moving toward a desired outcome.

# **Who needs a measurable postsecondary goal?**

**Any student who will turn 16 during the timeframe of their IEP, or younger, if determined appropriate by the IEP team as required under IDEA 2004.**

A faint, stylized illustration of two hands shaking, symbolizing agreement or partnership, is visible in the background of the slide. The hands are rendered in a light teal color, matching the overall theme of the presentation.

# Measurable Postsecondary Goals

## Three emerging issues:

1. The understanding and distinction between the terms: education; training; employment; and independent living skills;
2. The term “measurable” tied to post secondary goals, and
3. The distinction between “measurable annual goals” and “measurable post secondary goals”

# Measurable Postsecondary Goals “Measurability”

**What** would one measure?

**How** would one measure whether the student achieved their postsecondary goals?

**Who** will measure the extent with which student's achieve postsecondary goals?

**When** would one measure the extent to which the student achieved their postsecondary goal?

# Measurable Postsecondary Goals “Measurability”

What would one measure?

## Two perspectives

### 1. Student

the extent with which an individual student has been able to demonstrate improvement and achieve their stated postsecondary goals.

### 2. Education system

the extent with which the education system did a good job of preparing all students on IEPs for the next step in life

# Measurable Postsecondary Goals

## “Measurability”

### Can the Goal be Counted/Measured?

Measurable postsecondary goals are **Outcomes** that occur after the person has left high school. What a student **WILL** do (enrolled in, attending, working)

*I will attend the U of W in the teacher education program.*

*Can count or measure whether the student does or does not “attend”*

*A measurable postsecondary goal is not a **Process**.*

*It is not what a student “plans” or “hopes to” do.*

*I am planning on attending the U of W in the teacher education program.*

*Cannot measure or count “planning on attending”*

NSTTAC 12-06

# How do I write measurable postsecondary goals?

- Use results-oriented terms such as “enrolled in”, “work”, “live independently”
- Use descriptors such as “full time” and “part time”
- Begin with “After high school...”

# Writing Measurable Post Secondary Goals

**The Postsecondary goals should be stated in such a way that we could measure:**

- **The extent to which the student has been able to achieve what they set out to do, and**
- **The extent to which the transition services prepared the student for taking the next step**

# Measurable Postsecondary Goal Areas

## Training or Education

Specific vocational or career field, independent living skills training, vocational training program, apprenticeship, OJT, job corps, 4 year college or university, technical college, 2 year college, Vocational Technical School (less than a two year program) etc.

## Employment

Paid (competitive, supported, sheltered); unpaid employment (volunteer, in a training capacity); military; etc.

## Independent Living, where appropriate

Adult living, daily living, independent living, financial, transportation, etc.

# Measurable Annual IEP Goals And Measurable Postsecondary Goals

## ALL IEP Students

### Measurable Annual IEP Goals

A statement of measurable annual goals, including academic and functional goals

Beginning not later than the first IEP to be in effect when the child turns 16...

### Measurable Postsecondary Goals

Based upon age appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills

# Should measurable postsecondary goals be specific?

- Initially, broad descriptions of the student's preferences, interests, or vision of what they might like to do in employment, education, training, and independent living .
- Each year reassess and refine.
- Should be specific and measurable one year out by last year/IEP.

**Must there be a measurable  
postsecondary goal in each area?**

**YES for**

**Education/Training and Employment**

**Can be combined into one all-inclusive  
goal or two or three separate goals**

**OPTIONAL – (Where appropriate)**

**Independent living**

# EXAMPLE #1

## (as two separate goals)

### 1. Training/Education

After high school, I/David will get on the job training to become a farmer.

### 2. Employment

After high school, I/David will work full time as a farmer.

**OR**  
**(as a combined goal)**

## **1. Training/Education and Employment**

After high school, I/David will get on the job training while working full time as a farmer.

# Example #2

## (as two separate goals)

### 1. Training/Education

After high school, I/Mary will enroll at UW-Eau Claire in the teacher training program.

### 2. Employment

After high school, I/Mary will work full time as a teacher.

**OR**  
**(as a combined goal)**

**1. Training/Education and Employment**

After high school, I/Mary will enroll full time at UW-Eau Claire to prepare me to work full time as a teacher.

## Example #3

### 3. Independent Living

*(where appropriate)*

After high school, I/Mary will live with a roommate in an apartment.

# 14 year old student with a mild disability

## 1. Training/Education

After high school, Eric will get on the job training in an area related to dirt bike racing.

## 2. Employment

After high school, Eric will work full time with dirt bikes.

## 3. Independent Living

After high school, Eric will live in an apartment with friends.

# Or as a combined goal

## 1. Training/Education and Employment

After high school, Eric will get on the job training while working full time in an area related to dirt bike racing.

# 17 year old student with a mild disability

## 1. Training/Education

After high school, Sheila will enroll full time at UW-Eau Claire in the nursing program.

## 2. Employment

After high school, Sheila will work full time as a nurse.

## Or as a combined goal

### 1. Training/Education and Employment

After high school, Sheila will enroll full time at UW-Eau Claire to prepare herself to work full time as a nurse.

# **Students with Moderate to Severe Disabilities**



# EXAMPLE #1

## Lance 20 years of age (as two separate goals)

### 1. Independent Living

- After completion of school, I/ Lance will live with my mother and continue to take part in community activities like bowling, going to church and visiting friends and family.
- With mom

### 2. Training/Education

- After completion of school, I /Lance will attend the XYZ Center and receive training on work behaviors and skills.
- Lance did not respond

### 3. Employment

- After completion of school, I/ Lance will be employed in a sheltered environment at the XYZ Center.
- With mom

**OR**  
**(as a combined goal)**

**Training/Education, Employment  
and Independent Living**

**After completion of school, I /Lance  
will live with my mother and continue  
to take part in community activities. I  
will be employed through the XYZ  
Center and receive training on work  
behaviors and skills.**

# EXAMPLE #2

## William 19 years of age (as two separate goals)

### 1. Independent Living

- After completion of school, I /William will live with my brother and take part in community social and recreational activities.
- With my brother

### 2. Training/Education

- After completion of school, I /William will attend ADAPT and receive vocational skills training.
- “blank”

### 3. Employment

- After completion of school, I will work at ADAPT under their supported employment program.
- Wants to work – cardboard boxes, pop machines, cleaning

**OR**  
**(as a combined goal)**

**Training/Education, Employment  
and Independent Living**

**After completion of school, I /William will  
live with my brother, work at ADAPT  
and receive vocational skills training.**

# EXAMPLE #3

## Wayne 17 years of age (as two separate goals)

### 1. Independent Living

- After completion of school, I /Wayne will live at home.
- Seems to like living at his house. He smiles when asked about it

### 2. Training/Education

- After completion of school, I/ Wayne will attend ADAPT and receive vocational skills training.
- Likes attending DKDC and would like to for a while.

### 3. Employment

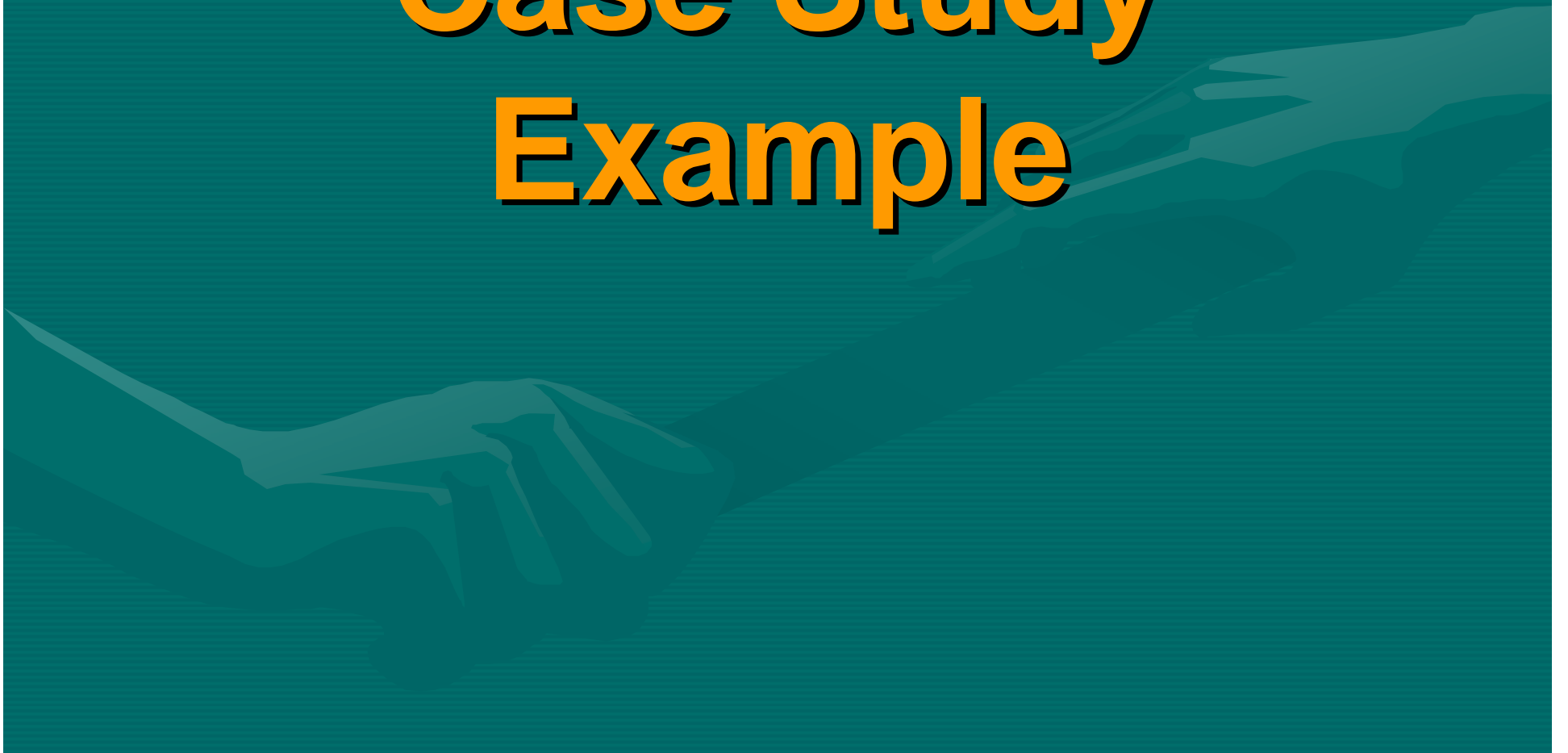
- After completion of school, I will work at ADAPT under their supported employment program.
- Wayne does not want to talk about getting a job.

**OR**  
**(as a combined goal)**

**Training/Education, Employment  
and Independent Living**

**After completion of school, I /Wayne will  
live at home, work at ADAPT and  
receive vocational skills training.**

# Case Study Example



# **Bill – as stated in his IEP**

**Bill has significant limitations across all areas of functioning as well as being medically fragile.**

**Training programs will not be appropriate for him.**

**He will require full time nursing care throughout his life and recreational day service programs designed for individuals with such specific needs will probably be most appropriate following high school.**

# Bill

- 18 years old.
- **Receives specially designed instruction with an alternate curriculum in a self-contained setting all day.**
- Receives related services of OT, PT and nursing
- **Fed via G-tube**
- Has tracheotomy and uses a ventilator with oxygen to breathe

## Strengths

- Curious, stays alert and awake throughout the school day, seems to enjoy activity around him.
- **Enjoys getting verbal and tactile attention from his peers and staff.**
- Tolerant of position changes on mat table and allows hand-over-hand assistance to participate in activities.
- **Likes using a switch (with assistance) to activate a variety of devices, including the radio and computer.**

## **Present Levels of Academic Achievement and Functional Abilities**

- **Benefits from sensory stimulating activities and activities to improve his independence and communication.**
- **Uses facial gestures to communicate his pleasure and displeasure with his current state. Offers a smile to show happiness and a blank stare to show his disinterest.**
- **Picture/symbol augmentative communication supports have not been successful. Will use simple one-button communication devices with assistance when offered during class activities.**
- **Uses a manual wheelchair dependently. Requires a 2-person lift or mechanical device for all transfers. Tolerates positioning on mat table.**
- **Limited fine motor skills result in dependency for all care and hand-over-hand assistance for all activities.**

# Measurable Postsecondary Goals

## Education/Training

- *Training programs are not appropriate*
- *After graduation, Bill will participate in an in-home or center-based program designed to provide habilitative and vocational training with medical and therapeutic supports.*
- *After graduation, Bill will participate in on the job training in using microswitches*

# Measurable Postsecondary Goals

## Employment

- *Recreational day service program.*
- *Following graduation Bill will participate in technologically supported self-employment or volunteer work and receive job development services from vocational rehabilitation or a community rehabilitation program within 1 year of graduation.*

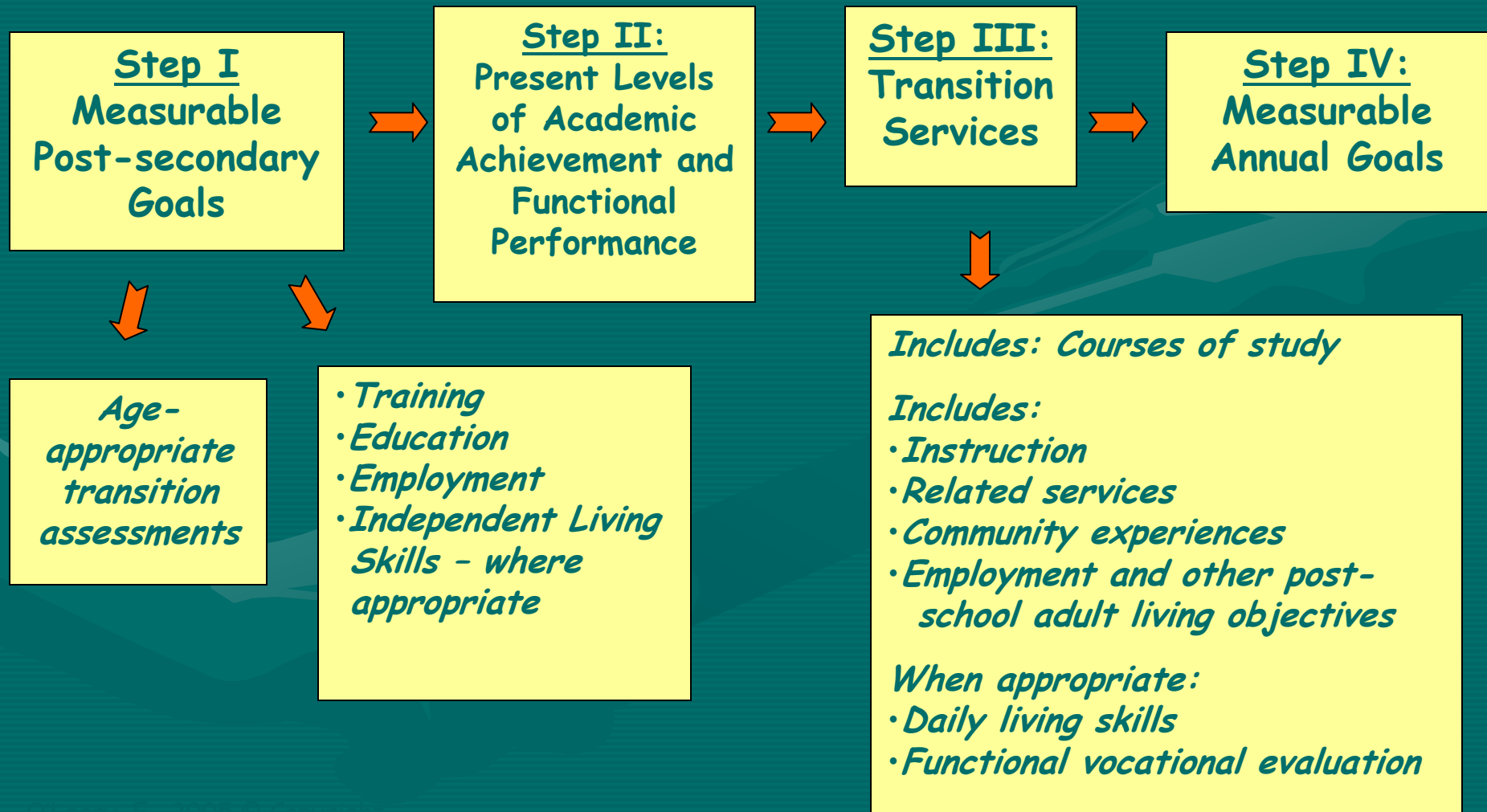
# Measurable Postsecondary Goals

## Independent Living

- *After graduation Bill will live at home and participate, to the maximum extent possible, in his daily routines (e.g. feeding, dressing, bathing, activating small appliances/media devices, choice making, etc.) and environment through the use of technology.*
- *After graduation Bill will participate in community-integrated recreational/leisure activities at the YMCA, going to movies, going to church.*
- *After graduation Bill will effectively utilize an augmentative communication device at home and in the community that allows individuals to communicate with him regarding needs, wants, and desires.*

# IDEA 2004

## IEP Results Process for Transition Services



# Transition Services Courses of Study

IEP team, must determine what instruction and educational experiences will assist the student to prepare for the transition from secondary education to post-secondary life.

## Focus on:

- Courses of study [**all courses and educational experiences**]
- How the educational program can be **planned and relate directly** to the student's goals beyond secondary education
- Show how those courses are linked to those goals

Promotes the concept that the **high school program focuses on post-school results.**

Help students and family **select courses of study that are meaningful and motivate students to complete their education.**

# Clarification Language

## Courses of Study

*If the student and parent are **aware of and agree to a change in a course and that change would not have a direct impact on the student achieving his or her desired post-school outcome**; or if the student taking the course would not require any accommodations or modifications (which would require goals and objectives); then this change would not be considered **a substantive change** and would **not necessitate another IEP meeting**.*

# Transition Services - 2005

- ***Coordinated set of activities***
- ***Designed within a results-oriented process***
- ***Focus on improving the academic and functional achievement of the child***
- ***Facilitate movement from school to post-school activities***
- ***based on child's needs, taking into account the child's strengths, preferences, and interests***
- ***includes instruction, related services, community experiences...***

# Transition Services

## *Courses of Study*

*LONG RANGE EDUCATION PLAN*

## *Coordinated Set of Activities*

*LONG RANGE PLAN FOR POST SCHOOL ADULT  
LIFE*

Coordinated Set of *Activities*

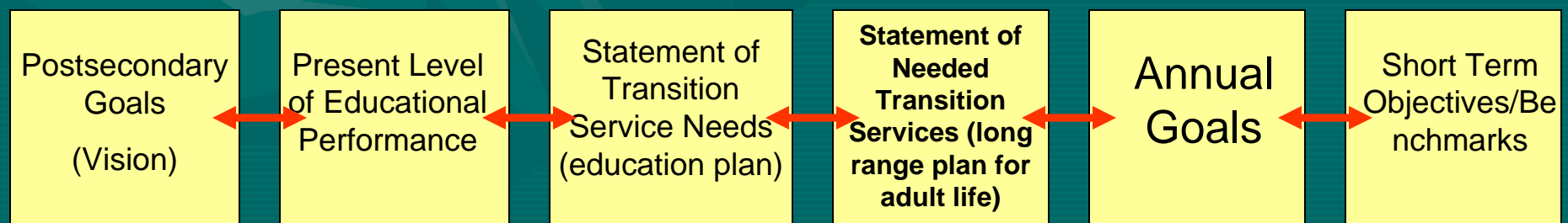
Coordinated Set of *STRATEGIES*

# IEP Process for Transition Services

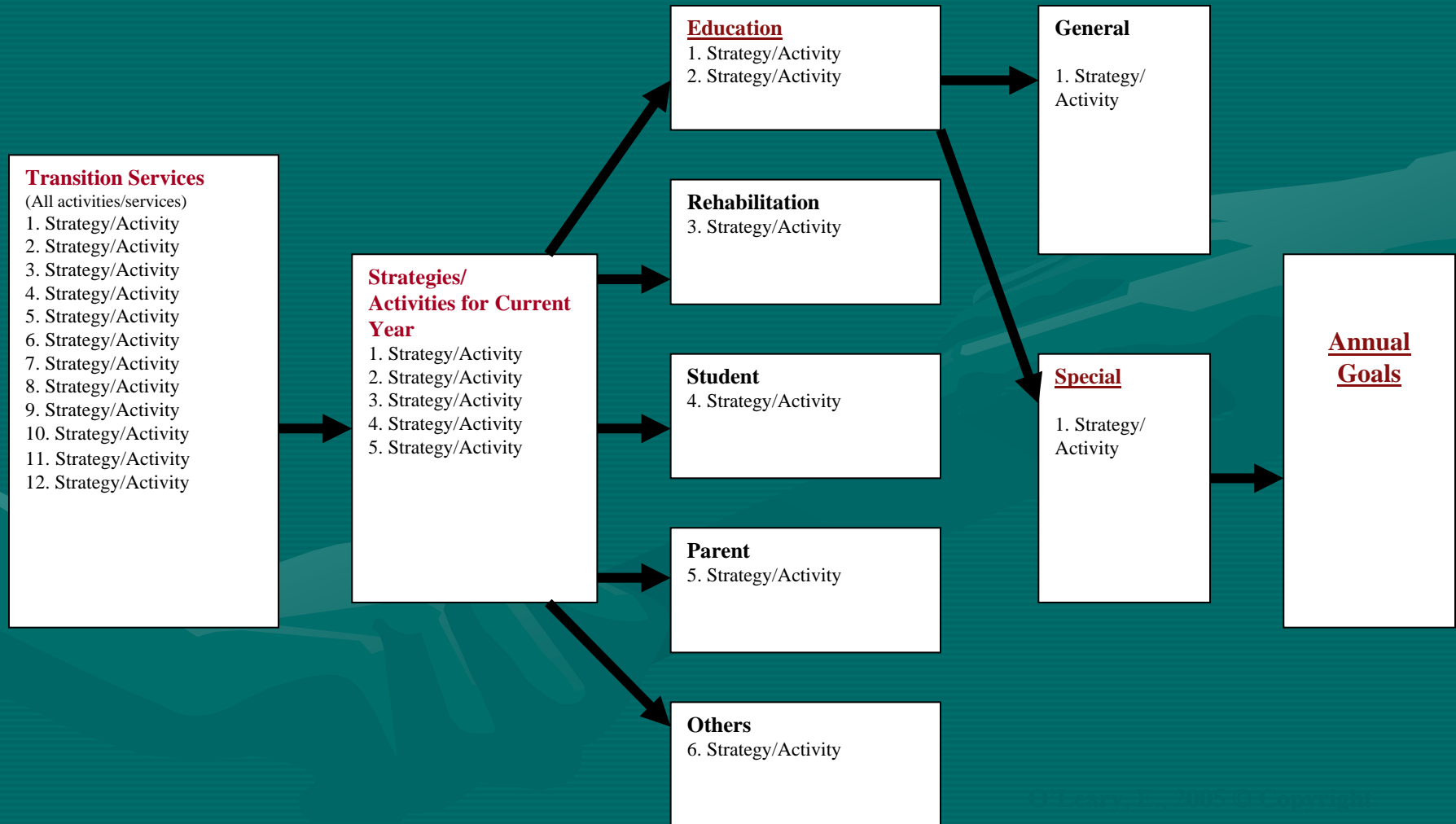
## IEP Process of the Past



## IEP Process of the Present/Future



# IEP Annual Goal Process for Transition Services: A Model



**Just Once...**

